

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus Standards: RL.6.1 RI.6.1 RL.6.2 RI.6.2 RL.6.4 RI.6.4 RL.6.5 RI.6.5 RL.6.6 RI.6.6	Primary Focus Standards: W.6.2A,B,C,D,E,F W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B	Primary Focus Standards: SL.6.1A,B,C,D SL.6.4 SL.6.6	Primary Focus Standards: L.6.1A,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Informational/Explanatory • Literary Analysis • Research • Routine Writing 	Task Types: <ul style="list-style-type: none"> • Small and whole group discussions 	These standards are embedded within the writing process
<u>Unit 2</u>	Primary Focus Standards: RL.6.1 RI.6.1 RL.6.2 RI.6.2 RL.6.6 RI 6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI 6.8 RI. 6.9	Primary Focus Standards: W.6.1A,B,C,D,E W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B	Primary Focus Standards: SL.6.1A,B,C,D SL.6.3 SL.6.4 SL.6.6	Primary Focus Standards: L.6.1B,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.5B L.6.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Research • Arguments • Routine Writing 	Task Type: <ul style="list-style-type: none"> • Discuss, analyze and present effectiveness of media messages in small groups and whole class 	These standards are embedded within the writing process

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 3</u>	Primary Focus Standards: RL.6.1 RI.6.1 RL.6.2 RI.6.2 RL.6.3 RI.6.6 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL. 6.9	Primary Focus Standards: W.6.3A,B,C,D,E W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B	Primary Focus Standards: SL.6.1A,B,C,D SL.6.2 SL.6.4 SL.6.6	Primary Focus Standards: L.6.1C,D,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.5A,C L.6.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Narrative • Literary Analysis • Routine Writing 	Task type: <ul style="list-style-type: none"> • Project-based presentations focusing on use of multimedia and visual displays 	These standards are embedded within the writing process
<u>Unit 4</u>	Primary Focus Standards: RL.6.1 RI.6.1 RL.6.2 RI.6.2 RL.6.3 RI.6.3 RL.6.4 RI.6.4 RL.6.5 RI.6.5 RL.6.6 RI.6.6 RL.6.10 RI. 6.10	Primary Focus Standards: W.6.2A,B,C,D,E,F W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B	Primary Focus Standards: SL.6.1A,B,C,D SL.6.2 SL.6.4 SL.6.5 SL.6.6	Primary Focus Standards: L.6.1E L.6.2A,B L.6.3A,B L.6.4A,B,C,D L.6.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Research • Informative and Explanatory • Routine Writing 	Task type: <ul style="list-style-type: none"> • Socratic Seminars and Debates 	These standards are embedded within the writing process
<u>Suggested Open Educational Resources</u>	Reading <ul style="list-style-type: none"> • <u>Close In on Close Reading</u> • <u>How To Close Reading Video</u> • <u>Teaching Channel: Thinking Notes Strategy For Close Reading</u> • <u>Common Core Reading</u> 	Writing/Language <ul style="list-style-type: none"> • <u>Evidence Based Arguments</u> • <u>Writing Resources by Strand</u> • <u>Argumentative Writing YouTube</u> • <u>Writing Exemplars - Argument/Opinion</u> • <u>Personal Narrative</u> 	Speaking & Listening <ul style="list-style-type: none"> • <u>Inquiry Based Learning (Edutopia)</u> • <u>Engaging Students Using Discussion</u> • <u>Strategies for Student Centered Discussion</u> 	Critical Thinking <ul style="list-style-type: none"> • <u>Levels of Thinking in Bloom's and Webb's Depth of Knowledge</u> • <u>Cognitive Rigor Chart</u> • <u>5 Strategies For Middle School Classrooms</u>

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Overview	Reading	Writing	Speaking and Listening	Language
	<ul style="list-style-type: none"> • Strategies Informational Text • Writing Summary • Summary-Non-Fiction Text • YouTube Reading Lessons Middle School • Common Core Strategies • Teaching Reading • Close Reading Model Lessons • Literary Analysis • Teaching Theme • Teaching Theme (video) • Character Analysis • Teaching Vocabulary 	<ul style="list-style-type: none"> • PARCC Writing Resources • Writing Exemplars by Grade Level and Aspects to Consider in Writing • Thesis Writing • Discussion, Planning and Questioning • Grammar • Purdue OWL Writing Lab • Writing a Book Summary 	<ul style="list-style-type: none"> • Socratic Seminar: ReadWriteThink • Fishbowl Strategy • Stems on Fostering Class Discussion • Fishbowl Strategies: Teach Like This • Accountable Talk • AVID Socratic Seminar 	<ul style="list-style-type: none"> • Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 1 Grade 6

Unit 1 Reading Standards		Unit1 Reading Critical Knowledge and Skills
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text’s explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment’s new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text (this is the first time the term “cite” is used, before that it says quote accurately and refer to)
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> • Determine the theme or central message • Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text • Summarize texts by evaluating key details in which the central idea or theme is located • Distinguish key (thematic) details from all other details • Evaluate recurring ideas and changes in the characters and plot over the course of the text • Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author’s choices • Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment
RL.6.4. Determine the meaning of words and phrases as they are used in a text,	RI.6.4. Determine the meaning of words and phrases as they are used in	<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 1 Grade 6

<p>including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p>	<p>a text, including figurative, connotative, and technical meanings.</p>	<ul style="list-style-type: none"> • Provide an analysis of the impact of specific word choice on meaning and/or tone (possibly break this down more, see bullets below) • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author’s word choice • Identify poetic devices used in text • Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text •
<p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<ul style="list-style-type: none"> • Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope • Recognize how form relates to function and how a part relates to a whole • Distinguish between different text structures • Identify part to whole and whole to part relationships • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text • Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader • Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.)
<p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<ul style="list-style-type: none"> • Identify various points of view • Determine how the author develops the point-of-view of the narrator or speaker in the text • Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader • Determine how the author’s word choice helps develop the narrator or speaker’s point of view • Evaluate the effectiveness of the author’s choice in point of view

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 1 Grade 6

Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<ul style="list-style-type: none"> • Introduce a topic • Compose a well-developed thesis statement • Select appropriate text structures and text features for clarity • Include formatting, graphics, and multimedia when useful to aid comprehension • Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic • Cite information correctly by following the proper format • Transition between ideas and concepts using appropriate words and phrases • Select specific vocabulary to inform about or explain the topic • Consistently use a formal style • Write a conclusion to bring all ideas to a close
<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> • Identify defining characteristics of different genres of writing • Unpack a writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice • Create a tone that is appropriate for one’s audience
<p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> • Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • Distinguish between editing and revising
<p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<ul style="list-style-type: none"> • Use technological resources to enhance writing • Give and receive feedback using technology • Seek out authentic publishing opportunities • Use tools including blogs and wikis, to develop writing and communicate with students in their classes

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 1 Grade 6	
	<ul style="list-style-type: none"> • Type a minimum of three pages in a single sitting • Use keyboarding skills to make typing more efficient • Type three pages in an appropriate amount of time
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> • Explore inquiry topics through short research projects • Research and synthesize information from several sources • Conduct research and synthesize multiple sources of information • Compile a list of sources to use for a project • Refocus the intent of the research when appropriate
W.6.8. (Choice) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<ul style="list-style-type: none"> • Use search terms effectively • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Explain quotations used as support to enhance meaning • Cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing • Follow typing appropriate typing format and conventions
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<ul style="list-style-type: none"> • Write a clear thesis statement • Identify evidence that supports claims in literary analysis • Incorporate evidence into written pieces, using introductory phrases and transitions • Logically connect evidence to claims in writing • Select direct and indirect quotations that relate to the topic as evidence • Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Provide adequate supporting details for each main idea in writing • Use and maintain a formal style in writing • Choose specific language to explain a topic • Write a concluding statement/section that follows from and supports analysis • Revise and edit the written piece for improvement • Apply a specific organizational strategy to a compare-contrast essay
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction , and revision) and shorter time frames (a single	<ul style="list-style-type: none"> • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 1 Grade 6	
<p>sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> • Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed
<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>	<ul style="list-style-type: none"> • Utilize skills that are common to the language production domain of writing • Organize ideas in a logical, sequential order • Present information using sound, detailed, and relevant evidence in a coherent manner • Use appropriate eye contact, adequate volume, and clear pronunciation
<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> • Orally present information, using appropriate speech, in a variety of situations • Manipulate the speech based upon context
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<ul style="list-style-type: none"> • Identify pronouns in writing • Ensure that pronouns are in the proper case (subjective, objective, possessive) • Revise grammatical errors in writing • Perform peer reviews of writing to identify and correct grammatical errors • Identify and use strategies to revise writing

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 1 Grade 6

Unit 1 Grade 6	
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> • Define and identify nonrestrictive/parenthetical elements in writing • Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements • Apply common rules and patterns to spell words correctly in writing
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> • Identify various sentence patterns in reading • Incorporate various sentence patterns to create style and voice in writing • Use a consistent style and tone when writing or speaking
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> • Use a word's position in a sentence as a clue to the meaning of a word • Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. • Use reference materials to check the inferred meaning of words
<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Understand and apply conversational, academic, and domain specific vocabulary • Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level • Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression • Acquire and use accurately grade appropriate general academic and domain specific words and phrases • Dissect assignments and determine the key processes required
<p>Intervention Checklist:</p>	<ul style="list-style-type: none"> •

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 1 Grade 6	
https://docs.google.com/spreadsheets/d/1AqmBNyteomM2Y2PbMI0GqeRUJl6Cmi2S-5HAnzYaJeo/edit#gid=0	
<u>Understand and use technology systems.</u>	<u>8.1.8.A.1</u> Demonstrate knowledge of a real world problem using digital tools.
<u>Select and use applications effectively and productively.</u>	<u>8.1.8.A.2</u> Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. <u>8.1.8.A.3</u> Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Unit 1 Grade 6	
IS CONFLICT ALWAYS BAD (READING CLOSELY AND WRITING TO LEARN)	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Suggested Formative Assessments (optional) <ul style="list-style-type: none"> • Daily independent practice • Peer Discussions • Student Portfolio/ Open-Ended Responses • Reading/Writing Conferences 	Summative Assessments <ul style="list-style-type: none"> • Beginning of the Year/Unit Benchmark Assessment • Weekly Test • Guided Reading Level • Performance Task

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

<ul style="list-style-type: none"> • Self-Evaluations • Anecdotal Notes • Exit Ticket: Multiple lessons ask students to answer a question based on the reading. Students should come to school with sticky notes. 	<ul style="list-style-type: none"> • EdConnect Assessments • Next Generation Performance Tests
District/School Texts	District/School Supplementary Resources
<p>Pearson Realize Common Core Literature</p>	<p>Websites: Pearsonrealize.com, Readwritethink.org, IXL http://writingprompts.tumblr.com/</p> <p>Other</p> <p>Binders or Journals: Students will be receiving many recording forms, graphic organizers, and texts throughout this module. It is suggested that students have a 3 ring binder in which to collect these materials and refer back to them.</p>
Vocabulary	Instruction and Pacing
<p>Timidly, trudged, grudgingly, ignore, exhausted, starvation, vow, anxious, routine, gnawing, mauled, spasm, bound, astray, exuded, splendor, trace, flickering, plot, characterization, conflict, resolution, theme, foreshadowing, flashback, setting, alliteration, tone, author’s purpose, imagery, predict, drawing conclusions, inferences, internal conflict, external conflict, Evidence, paragraph, paraphrase</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none"> • Beginning of the Year/Unit Benchmark Assessment • Read the short stories: Stray, The Tail & Zlateh the Goat-see attached lesson plans • Make predictions about what will happen next. • Go over Key elements of Plot • Make inferences about Characters • Use Indirect and Direct Characterization to develop traits and qualities • Distinguish the difference between internal and external conflict

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

<p>Accompanied, drone, instinctively, savoring, enroll, endured, liable, summit, passage, contribute, alter, defiance, privation, invincible, reveal, purpose, challenge, drawing conclusions, theme, central idea, analyze, interpret, evaluate, inferences, conflict</p>	<p>Weeks 4-6</p> <ul style="list-style-type: none"> • Read the short stories: The Circuit (see attached lesson plan), Jeremiah’s Song & The King of Mazy May • Use details in the text to draw conclusions • Determine the theme or central idea of the story • Make inferences about characters • Determine the setting of the story
<p>Defiance, privation, invincible, reveal, purpose, challenge, similarities, process, indicated, associate, scouring, tongues, specific, exodus, testify, ambassador, determine, acquired, tone, mood, setting, inferences, drawing conclusions</p>	<p>Weeks 7-9</p> <ul style="list-style-type: none"> • Read the short stories: The King of Mazy May, A Woman’s View of the Gold Rush and Chinese and African Americans in the Gold Rush • Make inferences about characters • Analyze the narrator’s tone • Use details in the text to draw conclusions • Determine the setting of the story • Summarize the story in your own words • Discuss and analyze the Author’s Tone and Mood • Determine the Author’s Purpose for writing the text
<p>Differentiation and Accommodations</p>	<p>ELL Differentiation and Accommodations</p>

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p> <p>Provide retesting opportunities after remediation /Teach for mastery; not the test</p> <p>Teaching concepts in different modalities/Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments/Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p> <p>Advanced options:</p> <p>When writing their story,</p> <ul style="list-style-type: none"> • Students can create their own visual representations, such as a powerpoint. • Research information and write an essay • Type a narrative essay 	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary/Picture books</p> <p>Simplified language for understanding</p> <p>Reader's Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p>	<p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>
<p>Meaning</p>		

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Enduring Understanding Essential Questions	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>Students will explore the various ways that character overcome conflict.</i> • <i>The journey these characters will face will help us to better understand them and their response to challenges.</i> • <i>All stories have universal elements and themes.</i> 	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> • <i>Is conflict always bad?</i> • <i>Did any characters grow or change in a positive way as a result of the conflict in this story?</i> • <i>Why is conflict a natural and necessary part of life?</i>
Common Misconceptions	Proper Conception
<p>Students might think that the theme of the story is the same thing as the main idea of a story.</p> <p>Students might think they only need to know a word’s definition to successfully understand the word in a story.</p> <p>Students may want to support their positions with only their own opinions.</p> <p>Students might choose text support that doesn’t relate to the topic.</p> <p>Students might summarize a text by choosing minor details.</p> <p>Students may write narratives with incorrectly punctuated dialogue.</p>	<p>A theme is a lesson learned from a story, whereas the main idea is what a story is mostly about.</p> <p>Some words have multiple definitions and the context of the word is very important.</p> <p>Students should be able to support their positions using the text.</p> <p>Students must choose text support and be able to explain how the details support their point.</p> <p>Students should summarize a text by addressing key points.</p>

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

<p>Students might write narratives which include too much dialogue that is confusing to follow.</p>	<p>Students must punctuate dialogue correctly with quotes.</p>
<p>When engaging in discussion, students might feel it is OK to talk over each other or to interrupt the other person.</p>	<p>Students should use dialogue with purpose and to drive the plot.</p>
<p>Students often write in an informal style, inappropriate to the audience.</p>	<p>Students must learn to listen respectfully to others opinions and to take turns during discussions.</p>
<p>When drafting writing, particularly if typing, students might be too cautious about correcting mistakes as they go.</p>	<p>Students must be cognizant of their purpose for writing and address the audience with the correct formality as needed.</p>
<p>When publishing writing students often believe that they need to use colored, fancy, fonts, and pictures to supplement their ideas.</p>	<p>Students should understand that the writing process has several steps and that getting your rough ideas down does not require perfection.</p>
	<p>Students in the middle grades should understand that their words can make their writing come to life and that a formal style is needed when publishing an essay or other formal writing piece.</p>

District/School Writing Tasks

<p>Primary Focus</p> <p><i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i></p>	<p>Secondary Focus</p> <p><i>Consider the Essential Questions, "Is conflict always bad?" As students read each selection, they will look for details related to the Big Question and take notes. At the end of each selection, students will answer a Literary Analysis question that is related to the Essential Question. Students will deepen their knowledge of the selections and their understanding of the Essential Question through reading, speaking, listening, researching and writing</i></p>	<p>Routine Writing</p> <p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>
---	---	--

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Performance Task (optional)

In “Stray” by Cynthia Rylant a young girl takes in a stray puppy against her parents’ wishes. She knows she will have to give up the dog eventually. Describe Doris’ journey of having the dog, giving it up and the story’s surprise ending. Ultimately, did Mr. Lacey make the right decision? Defend your answer with evidence from the text anticipating a counterargument.

See additional task on lesson plans

Unit 2 Grade 6

Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

		<ul style="list-style-type: none"> • Closely examine the text’s explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment’s new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> • Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text • Summarize texts by evaluating key details in which the central idea or theme is located • Distinguish key (thematic) details from all other details • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices) • distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<ul style="list-style-type: none"> • Use a note taking structure to track key individuals, events, and/or ideas in informational texts. • Identify the structure of a text • Distinguish between different text structures • Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text • Analyze an author’s method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method) • Analyze how the text structure affects the relationships between individuals, ideas, or events. • Analyze a writer’s style and presentation • Determine the relationship between individuals, ideas, or events
	RI.6.4. Determine the meaning of words and phrases as they are used in a	<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

	text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> • Provide an analysis of the impact of specific word choice on meaning and/or tone • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author’s word choice
	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<ul style="list-style-type: none"> • Determine how individual elements of a work (section, chapter, etc.) contribute to a text’s overall scope • Distinguish between different text structures • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section of the text • Analyze the impact the specific section has on you, the reader • Evaluate the effectiveness of the author’s choice to include this section
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> • Identify various points of view • Determine how the author develops the point-of-view of the narrator or speaker in the text • Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader • Determine how the author’s word choice helps develop the narrator or speaker’s point of view • Evaluate the effectiveness of the author’s choice in point of view
	RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<ul style="list-style-type: none"> • Compare and contrast texts across various genres on the same theme or topic • Gain a well-rounded perspective on issues presented in informational text • Gather information from all media to assess and better understand how each is presented • Interpret the meaning of text features, charts, graphs, etc • Highlight information from articles and note-taking from live media to gain insight into the overall scope of an issue
	RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> • Evaluate data, arguments and claims in a text • Distinguish those supported by evidence from those which are not • Evaluate the effectiveness of different claims (one that is supported with facts, one that is supported with opinions, and one that is not supported) • Evaluate if there is enough evidence to support a particular claim within an

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

		informational text
	RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<ul style="list-style-type: none"> • Compare and contrast two author's presentations of similar events • Determine the similarities and differences of how information is presented depending on the "lens" through which it is being portrayed • Make connections across different authors' perspectives • Explore the implications of the differences • Analyze the impact of the differences in presentations on the reader • Evaluate the effectiveness of each author's presentation of events
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills
W.6.1. Write arguments to support claims with clear reasons and relevant evidence. W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly. W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W.6.1.D. Establish and maintain a formal/ academic style, approach, and form . W.6.1.E. Provide a concluding statement or section that follows from the argument presented.	<ul style="list-style-type: none"> • Introduce claim(s) • Write a clear thesis statement • Write arguments to support claims • Organize the reasons and evidence logically • Support claim(s) with logical reasoning and evidence • Use accurate, credible sources to support claims • Demonstrate an understanding of the topic or text • Use transitional words and phrases • Use a consistent formal or academic style, approach, and form • Write a conclusion to bring the writing to a close 	
W.6.4. Produce clear and coherent writing in which the development, organization, voice , and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> • Identify defining characteristics of different genres of writing • Unpack a writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice • Create a tone that is appropriate for one's audience 	
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<ul style="list-style-type: none"> • Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • Distinguish between editing and revising 	
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<ul style="list-style-type: none"> • Use technological resources to enhance writing • Give and receive feedback using technology • Seek out authentic publishing opportunities • Use tools including blogs and wikis, to develop writing and communicate with students in their classes 	

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

	<ul style="list-style-type: none"> • Type a minimum of three pages in a single sitting • Use keyboarding skills to make typing more efficient • Type three pages in an appropriate amount of time
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> • Explore inquiry topics through short research projects • Research and synthesize information from several sources • Conduct research and synthesize multiple sources of information • Compile a list of sources to use for a project • Refocus the intent of the research when appropriate
W.6.8. (Choice) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<ul style="list-style-type: none"> • Use search terms effectively • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Explain quotations used as support to enhance meaning • Cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing • Follow typing appropriate typing format and conventions
W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	<ul style="list-style-type: none"> • Write a clear thesis statement • Identify evidence that supports claims in literary analysis • Incorporate evidence into written pieces, using introductory phrases and transitions • Logically connect evidence to claims in writing • Select direct and indirect quotations that relate to the topic as evidence • Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Provide adequate supporting details for each main idea in writing • Use and maintain a formal style in writing • Choose specific language to explain a topic • Write a concluding statement/section that follows from and supports analysis • Revise and edit the written piece for improvement • Apply a specific organizational strategy to a compare-contrast essay
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

	<ul style="list-style-type: none"> • Produce written reflections
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> • Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed
<p>SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<ul style="list-style-type: none"> • Determine the speaker's argument and claims • Unpack the arguments and claims • Evaluate whether the speaker's reasoning is rational and legitimate • Evaluate whether there is enough evidence to support the claims
<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>	<ul style="list-style-type: none"> • Utilize skills that are common to the language production domain of writing • Organize ideas in a logical, sequential order • Present information using sound, detailed, and relevant evidence in a coherent manner • Use appropriate eye contact, adequate volume, and clear pronunciation •
<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> • Orally present information, using appropriate speech, in a variety of situations • Manipulate the speech based upon context
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.B. Use intensive pronouns (e.g., myself, ourselves).</p>	<ul style="list-style-type: none"> • Define and identify intensive pronouns in reading • Determine the appropriate instance to use intensive pronouns in writing • Revise grammatical errors in writing

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

<p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<ul style="list-style-type: none"> • Perform peer reviews of writing to identify and correct grammatical errors • Identify and use strategies to revise writing
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> • Define and identify nonrestrictive/parenthetical elements in writing • Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements • Apply common rules and patterns to spell words correctly
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice. L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> • Identify various sentence patterns • Incorporate various sentence patterns to create style and voice • Use a consistent style and tone when writing or speaking
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies. L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> • Use a word's position in a sentence as a clue to the meaning of a word • Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. • Use reference materials to check the inferred meaning of words

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<ul style="list-style-type: none">• Identify the relationship of words in reading• Clarify words by using the relationship between them in writing
<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none">• Understand and apply conversational, academic, and domain specific vocabulary• Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level• Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression• Acquire and use accurately grade appropriate general academic and domain specific words and phrases• Dissect assignments and determine the key processes required

Unit 2 Grade 6

WHAT IS IMPORTANT TO KNOW?

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Suggested Formative Assessments (optional)</p> <ul style="list-style-type: none"> • Daily independent practice • Peer Discussions • Student Portfolio/ Open-Ended Responses • Reading/Writing Conferences • Self-Evaluations • Anecdotal Notes 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Unit Benchmark Assessment • Weekly Test • Guided Reading Level • Performance Task • EdConnect Assessments • Next Generation Performance Tests
District/School Texts	District/School Supplementary Resources
<p>Pearson Realize Common Core Literature</p>	<p>Websites</p> <p>Pearsonrealize.com Readwritethink.org Youtube.com</p> <p>Other</p> <p>Graphic organizers and Lesson plans attached</p> <p>Binders or Journals: Students will be receiving many recording forms, graphic organizers, and texts throughout this module. It is suggested that students have a 3 ring binder in which to collect these materials and refer back to them.</p> <p>Exit Ticket: Multiple lessons ask students to answer a question based on the reading. Students should come to school with sticky notes.</p>
Vocabulary	Instruction and Pacing

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

<p>Prelude, pulsating, migrated, evident, winced, vigorously, mistook, pursue, pursue, transport, inevitably, chaotic, inscribed, applications, community, resident, choral, reunion, homey, narrator, point of view, tone, author's influences, mood, author's viewpoint, time shifts, hyperbole, characterization, figurative language, predict, fact, opinion, main idea</p>	<p>Weeks 1-3</p> <p>The Drive-in Movies, Names/Nombres, Langston Terrace</p> <ul style="list-style-type: none">• Distinguish the difference between and fact and opinion• Look for details that convey the Author's tone• Determine the Main Idea of a Literary work• Decide what factors determine the Author's Influences• Make predictions about what will happen next• Determine the Author's Point of View of a short story
<p>Integrate, prejudiced, superb, support, opinions, affect, exhilarating, immortality, inductions, visual, reflecting, doomed, extinction, amendment, cite, achieve, argue, narrator, point of view, tone, author's influences, mood, author's viewpoint, time shifts, hyperbole, characterization, figurative language, predict, fact, opinion, main idea</p>	<p>Weeks 4-6</p> <p>Jackie Robinson: Justice at Last, Memoirs of An American Girl, Preserving a Great American Symbol</p> <ul style="list-style-type: none">• Distinguish the difference between and fact and opinion• Compare and Contrast 2 characters• Look for details that convey the Author's tone• Determine the Main Idea of a Literary work• Decide what factors determine the Author's Influences• Make predictions about what will happen next• Determine the Author's Point of View of a short story

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

<p>Former, unreasonable, anticipate, conclude, façade, hallowed, cultivate, unique, position, premise, ventured, diversion, sources, diversion, sources, facts, research, narrator, point of view, tone, author’s influences, mood, author’s viewpoint, time shifts, hyperbole, characterization, figurative language, predict, fact, opinion, main idea, hyperbole, persuasive essay</p>	<p>Weeks 7-8 The Southpaw, Fenway Park 100 Ballpark, Why we Love Baseball</p> <ul style="list-style-type: none"> • Conduct Research, write an essay and give an informal presentation • Distinguish the difference between and fact and opinion • Look for details that convey the Author’s tone • Determine the Main Idea of a Literary work • Decide what factors determine the Author’s Influences • Make predictions about what will happen next • Determine the Author’s Point of View of a short story 	
<p>Differentiation and Accommodations</p>	<p>ELL Differentiation and Accommodations</p>	
<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p> <p>Provide retesting opportunities after remediation /Teach for mastery; not the test</p> <p>Teaching concepts in different modalities/Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments/Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary/Picture books</p> <p>Simplified language for understanding</p> <p>Reader’s Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)/Cooperative learning</p>	<p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Meaning	
Enduring Understanding Essential Questions	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>Branch Rickey wanted to integrate the major league baseball teams and he chose Jackie Robinson.</i> • <i>Daisy Junior described the All American Girls baseball team in the 1940's.</i> • <i>Explore ways that baseball players gain knowledge and about the world around them by playing this sport.</i> 	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> • <i>What was the significance of integrating the major leagues?</i> • <i>What is important to know?</i> • <i>How does the history of baseball reflect changes in our society?</i>
Common Misconceptions	Proper Conception
Students might think that the theme of the story is the same thing as the main idea of a story.	A theme is a lesson learned from a story, whereas the main idea is what a story is mostly about.
Students might think they only need to know a word's definition to successfully understand the word in a story.	Some words have multiple definitions and the context of the word is very important.
Students may want to support their positions with only their own opinions.	Students should be able to support their positions using the text.
Students might choose text support that doesn't relate to the topic.	Students must choose text support and be able to explain how the details support their point.
Students might summarize a text by choosing minor details.	Students should summarize a text by addressing key points.
Students may write narratives with incorrectly punctuated dialogue.	Students must punctuate dialogue correctly with quotes.

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

<p>Students might write narratives which include too much dialogue that is confusing to follow.</p>	<p>Students should use dialogue with purpose and to drive the plot.</p>
<p>When engaging in discussion, students might feel it is OK to talk over each other or to interrupt the other person.</p>	<p>Students must learn to listen respectfully to others opinions and to take turns during discussions.</p>
<p>Students often write in an informal style, inappropriate to the audience.</p>	<p>Students must be cognizant of their purpose for writing and address the audience with the correct formality as needed.</p>
<p>When drafting writing, particularly if typing, students might be too cautious about correcting mistakes as they go.</p>	<p>Students should understand that the writing process has several steps and that <u>getting your rough ideas down does not require perfection.</u></p>
<p>When publishing writing students often believe that they need to use colored, fancy, fonts, and pictures to supplement their ideas.</p>	<p>Students in the middle grades should understand that their words can make their writing come to life and that a formal style is needed when publishing an essay or other formal writing piece.</p>

District/School Writing Tasks

<p>Primary Focus</p> <p><i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i></p>	<p>Secondary Focus</p> <p><i>Have a deeper understanding of Literature and develop a more sophisticated way of discussing the big question. Students will come to discussions prepared and support their ideas with evidence. As their End of Unit 2 Assessment, students will write a Persuasive/Argumentative Essay. They then will self-assess, peer-critique, and receive teacher feedback based on the Common Core rubric. Then, for the final performance task, students will revise their essay to create a final draft.</i></p>	<p>Routine Writing</p> <p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>
---	--	--

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Performance Task

Drive in Movies

Most likely, we have all experienced a time when we took on some chores in order to gain a reward. We may have worked for our parents, family members, friends or even teachers. Write a 3 to 4 page paper elaborating on your experience. Be sure to include specific details describing your “boss,” your work, and what the outcome was. For example, did you earn a reward? Was this experience worth your time and effort?

Additional performance task on attached lesson plans

Jackie Robinson-

Create a Timeline showing Robinson’s contributions to the team after he joined it

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 3 Grade 6

Unit 3 Grade 6		
Unit 3 Reading Standards	Unit 3 Reading Critical Knowledge and Skills	
<p>RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions as you read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text’s explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment’s new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text
<p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<ul style="list-style-type: none"> • Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text • Summarize texts by evaluating key details in which the central idea or theme is

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 3 Grade 6

Unit 3 Grade 6		
		<ul style="list-style-type: none"> located • Distinguish key (thematic) details from all other details • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices) • Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		<ul style="list-style-type: none"> • Explain the parts of a plot; provide a summary of each part • Observe and analyze how story characters and plot interact and develop throughout a given text • Read and evaluate texts with the goal of understanding how the story’s events and setting impact and shape the characters in different ways • Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters’ traits
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone		<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author’s word choice • Identify poetic devices used in text • Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		<ul style="list-style-type: none"> • Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope • Recognize how form relates to function and how a part relates to a whole • Distinguish between different text structures • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section (chapter, scene, or stanza,

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 3 Grade 6

Unit 3 Grade 6		
		<p>etc.) of the text</p> <ul style="list-style-type: none"> Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.)
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> Identify various points of view Determine how the author develops the point-of-view of the narrator or speaker in the text Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader Determine how the author’s word choice helps develop the narrator or speaker’s point of view Evaluate the effectiveness of the author’s choice in point of view
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.		<ul style="list-style-type: none"> Compare and contrast texts across various genres on the same theme or topic Evaluate multiple approaches to the same subject Compare text to multimedia as it impacts the audience
RL.6.9. Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		<ul style="list-style-type: none"> Compare and contrast texts of different genres that share similar themes Analyze how each author conveys the same message through different avenues Investigate the authors’ dissimilar backgrounds that inspire such works (themes) Compare/contrast how each author infuses their philosophy and persona into their work Analyze the impact of the differences in forms or genres on the reader Evaluate the effectiveness of each author’s approach to the theme and topic
Unit 3 Writing Standards		Unit 3 Writing Critical Knowledge and Skills
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event		<ul style="list-style-type: none"> Engage and orient the reader by establishing a context Engage the reader with a story hook

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 3 Grade 6

<p>sequences.</p> <p>W.6.3.A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3.E. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> ● Introduce a narrator and/or characters ● Organize an event sequence that unfolds naturally and logically ● Use narrative techniques effectively to develop experiences, events, and/or characters ● Transition from one idea to the next by using appropriate words and phrases ● Use figurative language to aid in description ● Describe ideas by using sensory and specific language ● Write a conclusion that brings the story events to a meaningful close ● Clearly convey a conflict and a resolution to the conflict
<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> ● Identify defining characteristics of different genres of writing ● Unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one’s audience
<p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● Distinguish between editing and revising
<p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Give and receive feedback using technology ● Seek out authentic publishing opportunities ● Use tools including blogs and wikis, to develop writing and communicate with students in their classes ● Type a minimum of three pages in a single sitting ● Use keyboarding skills to make typing more efficient ● Type three pages in an appropriate amount of time
<p>W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> ● Explore inquiry topics through short research projects ● Research and synthesize information from several sources

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 3 Grade 6	
	<ul style="list-style-type: none"> • Conduct research and synthesize multiple sources of information • Compile a list of sources to use for a project • Refocus the intent of the research when appropriate
W.6.8. (Choice) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<ul style="list-style-type: none"> • Use search terms effectively • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Explain quotations used as support to enhance meaning • Cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing • Follow typing appropriate typing format and conventions
W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	<ul style="list-style-type: none"> • Write a clear thesis statement • Identify evidence that supports claims in literary analysis • Incorporate evidence into written pieces, using introductory phrases and transitions • Logically connect evidence to claims in writing • Select direct and indirect quotations that relate to the topic as evidence • Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Provide adequate supporting details for each main idea in writing • Use and maintain a formal style in writing • Choose specific language to explain a topic • Write a concluding statement/section that follows from and supports analysis • Revise and edit the written piece for improvement • Apply a specific organizational strategy to a compare-contrast essay
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 3 Grade 6

<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> • Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed
<p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<ul style="list-style-type: none"> • Interpret and evaluate information presented in diverse media and formats • Explain how each medium shapes or influences the audience's perception and understanding of the information presented • Evaluate the effectiveness of the chosen format for presenting the information • Observe how various mediums appeal to one or more senses with varying levels of intensity • Compare the reading of a speech to watching a video of the speech
<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>	<ul style="list-style-type: none"> • Utilize skills that are common to the language production domain of writing • Organize ideas in a logical, sequential order • Present information using sound, detailed, and relevant evidence in a coherent manner • Use appropriate eye contact, adequate volume, and clear pronunciation
<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> • Orally present information, using appropriate speech, in a variety of situations • Manipulate the speech based upon context
<p>Unit 3 Language Standards</p>	<p>Unit 3 Language Critical Knowledge and Skills</p>
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.</p>	<ul style="list-style-type: none"> • Recognize and correct inappropriate shifts in pronoun number and person • Recognize and correct vague pronouns • Revise grammatical errors in writing

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 3 Grade 6

<p>L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<ul style="list-style-type: none"> • Perform peer reviews of writing to identify and correct grammatical errors • Identify and use strategies to revise writing
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> • Define and identify nonrestrictive/parenthetical elements in writing • Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements • Apply common rules and patterns to spell words correctly
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> • Identify various sentence patterns • Incorporate various sentence patterns to create style and voice • Use a consistent style and tone when writing or speaking
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> • Use a word's position in a sentence as a clue to the meaning of a word • Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. • Use reference materials to check the inferred meaning of words
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p>	<ul style="list-style-type: none"> • Define and identify figures of speech • Determine the meaning of and purpose of figures of speech in context • Define the term <i>connotation</i> • Discern the difference in meaning between closely related words

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 3 Grade 6

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- Understand and apply conversational, academic, and domain specific vocabulary
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level
- Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
- Acquire and use accurately grade appropriate general academic and domain specific words and phrases
- Dissect assignments and determine the key processes required

Unit 3 Grade 6

DO WE NEED WORDS TO COMMUNICATE WELL?

District/School Formative Assessment Plan

District/School Summative Assessment Plan

Suggested Formative Assessments (optional)

- Daily independent practice
- Peer Discussions
- Student Portfolio/ Open-Ended Responses
- Reading/Writing Conferences
- Self-Evaluations
- Anecdotal Notes
- Exit Ticket: Multiple lessons ask students to answer a question based on the reading. Students should come to school with sticky notes.

Summative Assessments

- Mid Year & Unit Benchmark Assessment
- Weekly Test
- Guided Reading Level
- Performance Task
- EdConnect Assessments
- Next Generation Performance Tests

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

District/School Texts	District/School Supplementary Resources
<p>Texts</p> <p>Pearson Common Core Literature Textbook-6th Grade</p>	<p>Websites: Pearsonrealize.com, Readwritethink.org, http://writingprompts.tumblr.com/</p> <p>Helen Keller “Water” Links</p> <ul style="list-style-type: none"> • http://braillebug.afb.org/helen_keller_bio.asp • http://www.afb.org/info/about-us/helen-keller/12 • http://www.afb.org/asm/asmgallery.asp?FrameID=98 • https://www.youtube.com/watch?v=IUV65sV8nu0 <p>Other</p> <p>Binders or Journals: Students will be receiving many recording forms, graphic organizers, and texts throughout this module. It is suggested that students have a 3 ring binder in which to collect these materials and refer back to them.</p>
Vocabulary	Instruction and Pacing

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

<p>Deem, ravenous, cavernous, beseech, dismal, sympathize, sour, lullaby, pleasant, receive, skimming, asphalt, fellow, hallowed, dispersed, sculpted, thorny, offense, whirs, rhythm, rhyme, figurative language, sound devices, tone, imagery, simile, direct quotation, foreshadowing, symbols, central idea, author's purpose, paraphrase</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none">• Read Poetry Collection 1, Poetry Collection 2, Poetry Collection 3, Poetry Collection 4, Who knows if the moon's; Dust of snow -see attached lesson plans• Analyze the impact of specific word choice• Use context clues to the meaning of unknown words• Determine the figurative and Connotative meaning of words (personification, hyperbole, metaphor, simile)• Use context clues to figure out meanings of multiple meaning words• Read and analyze different types of poetry• Use key ideas and details to paraphrase• Determine the tone of poem
<p>Steeple, ruse, achieve, communicate, observe, symbolize, study, research, crude, stubby, thrive, reveal, communicate, establish, plateau, expedition, polar, assess, evidence, perspective, rhythm, rhyme, figurative language, sound devices, tone, imagery, simile, direct quotation, foreshadowing, symbols, central idea, author's purpose, paraphrase</p>	<p>Weeks 4-5</p> <ul style="list-style-type: none">• Mid-Year Benchmark• Read Simile: Willow and Ginkgo, Race to the end of Earth• Analyze the impact of specific word choice• Use context clues to the meaning of unknown words• Determine the figurative and Connotative meaning of words• Reading to compare imagery• Use context clues to figure out meanings of multiple meaning words• Analyze sound devices and tone• Use foreshadowing to make predictions

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

<p>Seized, suspended, revelation, symbolize, influence, felicity, explicit, procure, clarifies, evaluate, contrast, imitate, persisted, barriers, purpose, support, sources, rhythm, rhyme, figurative language, sound devices, tone, imagery, simile, direct quotation, foreshadowing, symbols, central idea, author’s purpose, paraphrase</p>	<p>Weeks 6-8 Read Sound of Summer Running, Letter from Thomas Jefferson and Water (See attached Lesson plans for Short Story Water)</p> <ul style="list-style-type: none"> • Use context clues to the meaning of unknown words • Determine the figurative and Connotative meaning of words • Determine the central idea of a short story • Make predictions about what will happen next • Determine the Author’s Purpose of a short story • Complete a Venn Diagram and compare and contrast two scenarios 	
<p>Differentiation and Accommodations</p>	<p>ELL Differentiation and Accommodations</p>	
<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p> <p>Provide retesting opportunities after remediation /Teach for mastery; not the test</p> <p>Teaching concepts in different modalities/Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall/Adjust pace and homework assignments/Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary/Picture books</p> <p>Simplified language for understanding</p> <p>Reader’s Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p>	<p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Meaning	
Enduring Understanding Essential Questions	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>The author’s use of realistic details or a familiar setting.</i> • <i>The author uses the first person pronoun “I” to narrate the story.</i> • <i>The author shares anecdotes from his or her own life to support the main idea.</i> • <i>The author’s descriptive language pulls you into the story.</i> 	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> • <i>How would you determine whether or not a work seems believable?</i> • <i>Do we need words to communicate well?</i> • <i>Does the author use words in ways that are both interesting and clear?</i> • <i>What key ideas and details could you cite as evidence that the author is writing about a personal experience?</i> • <i>What is the purpose of a newspaper article?</i>
Common Misconceptions	Proper Conception
<p>Students might think that the theme of the story is the same thing as the main idea of a story.</p> <p>Students might think they only need to know a word’s definition to successfully understand the word in a story.</p>	<p>A theme is a lesson learned from a story, whereas the main idea is what a story is mostly about.</p> <p>Some words have multiple definitions and the context of the word is very important.</p>

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Students may want to support their positions with only their own opinions.	Students should be able to support their positions using the text.
Students might choose text support that doesn't relate to the topic.	Students must choose text support and be able to explain how the details support their point.
Students might summarize a text by choosing minor details.	Students should summarize a text by addressing key points.
Students may write narratives with incorrectly punctuated dialogue.	Students must punctuate dialogue correctly with quotes.
Students might write narratives which include too much dialogue that is confusing to follow.	Students should use dialogue with purpose and to drive the plot.
When engaging in discussion, students might feel it is OK to talk over each other or to interrupt the other person.	Students must learn to listen respectfully to others opinions and to take turns during discussions.
Students often write in an informal style, inappropriate to the audience.	Students must be cognizant of their purpose for writing and address the audience with the correct formality as needed.
When drafting writing, particularly if typing, students might be too cautious about correcting mistakes as they go.	Students should understand that the writing process has several steps and that getting your rough ideas down does not require perfection.
When publishing writing students often believe that they need to use colored, fancy, fonts, and pictures to supplement their ideas.	Students in the middle grades should understand that their words can make their writing come to life and that a formal style is needed when publishing an essay or other formal writing piece.

District/School Writing Tasks

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Primary Focus	Secondary Focus	Routine Writing
<p><i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i></p>	<p><i>Look for details related to the Big Question and deepen their knowledge of the selection and their understanding of the Big Question through reading, speaking, listening, researching and writing. Students will gain a deeper understanding of Literature and to develop a more sophisticated way of discussing the Big Question. Students will come to discussions prepared and support their ideas with text evidence. Students will pose and respond to questions that connect the selection to the broader themes and idea and respond thoughtfully to diverse perspectives.</i></p>	<p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Performance Task

The short story "Water," was written from the perspective of Helen Keller. Choose a part of the story and write it from Helen's teacher, Miss Sullivan's point of view.

Culminating Writing Task

Prompt

One of the big ideas of the poem "The Walrus and the Carpenter" is that we expect leaders to act responsibly. Write an essay that explains how this theme is conveyed through the characters' actions as the plot unfolds (evidenced in the young oysters following to their death; the elder oyster not following because he questioned; the walrus feeling guilt at the end because he didn't question the entire process).

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 4 Grade 6

Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
<p>RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text’s explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment’s new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text
<p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<ul style="list-style-type: none"> • Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text • Summarize texts by evaluating key details in which the central idea or theme is located • Distinguish key (thematic) details from all other details • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices) • Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 4 Grade 6

<p>RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>RL.6.3:</p> <ul style="list-style-type: none"> • Explain the parts of a plot; provide a summary of each part • Observe and analyze how story characters and plot interact and develop throughout a given text • Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways • Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits <p>RI.6.3:</p> <ul style="list-style-type: none"> • Use a note taking structure to track key individuals, events, and/or ideas in informational texts. • Identify the structure of a text • Distinguish between different text structures • Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text • Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method) • Analyze how the text structure affects the relationships between individuals, ideas, or events. • Analyze a writer's style and presentation • Determine the relationship between individuals, ideas, or events
<p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p>	<p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author's word choice • Identify poetic devices used in text • Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
<p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits</p>	<p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or</p>	<ul style="list-style-type: none"> • Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 4 Grade 6

<p>into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<ul style="list-style-type: none"> • Recognize how form relates to function and how a part relates to a whole • Distinguish between different text structures • Identify part to whole and whole to part relationships • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text • Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader • Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.)
<p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<ul style="list-style-type: none"> • Identify various points of view • Determine how the author develops the point-of-view of the narrator or speaker in the text • Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader • Determine how the author’s word choice helps develop the narrator or speaker’s point of view • Evaluate the effectiveness of the author’s choice in point of view
<p>RL.6.1.0 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.</p>	<p>RI.6.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p>	<ul style="list-style-type: none"> • Determine difficulties in comprehending and making meaning • Apply appropriate strategies in order to increase comprehension when encountering text • Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life • Make an increasing number of connections among ideas and between texts • Use scaffolding when necessary
<p>Unit 4 Writing Standards</p>		<p>Unit 4 Writing Critical Knowledge and Skills</p>
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast,</p>		<ul style="list-style-type: none"> • Introduce a topic • Compose a well-developed thesis statement • Select appropriate text structures and text features for clarity • Include formatting, graphics, and multimedia when useful to aid comprehension • Add relevant facts, definitions, concrete details, quotations, or other information

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 4 Grade 6

<p>cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>and examples to develop the topic</p> <ul style="list-style-type: none"> • Cite information correctly by following the proper format • Transition between ideas and concepts using appropriate words and phrases • Select specific vocabulary to inform about or explain the topic • Consistently use a formal style • Write a conclusion to bring all ideas to a close
<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> • Identify defining characteristics of different genres of writing • Unpack a writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice • Create a tone that is appropriate for one’s audience
<p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> • Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • Distinguish between editing and revising
<p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<ul style="list-style-type: none"> • Use technological resources to enhance writing • Give and receive feedback using technology • Seek out authentic publishing opportunities • Use tools including blogs and wikis, to develop writing and communicate with students in their classes • Type a minimum of three pages in a single sitting • Use keyboarding skills to make typing more efficient • Type three pages in an appropriate amount of time
<p>W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> • Explore inquiry topics through short research projects • Research and synthesize information from several sources • Conduct research and synthesize multiple sources of information

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 4 Grade 6

Unit 4 Grade 6	
	<ul style="list-style-type: none"> • Compile a list of sources to use for a project • Refocus the intent of the research when appropriate
<p>W.6.8. (Choice) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<ul style="list-style-type: none"> • Use search terms effectively • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Explain quotations used as support to enhance meaning • Cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing • Follow typing appropriate typing format and conventions
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 20px;">W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p style="padding-left: 20px;">W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<ul style="list-style-type: none"> • Write a clear thesis statement • Identify evidence that supports claims in literary analysis • Incorporate evidence into written pieces, using introductory phrases and transitions • Logically connect evidence to claims in writing • Select direct and indirect quotations that relate to the topic as evidence • Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Provide adequate supporting details for each main idea in writing • Use and maintain a formal style in writing • Choose specific language to explain a topic • Write a concluding statement/section that follows from and supports analysis • Revise and edit the written piece for improvement • Apply a specific organizational strategy to a compare-contrast essay
<p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 4 Grade 6

Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> • Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed
<p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<ul style="list-style-type: none"> • Interpret and evaluate information presented in diverse media and formats • Explain how each medium shapes or influences the audience's perception and understanding of the information presented • Evaluate the effectiveness of the chosen format for presenting the information • Observe how various mediums appeal to one or more senses with varying levels of intensity • Compare the reading of a speech to watching a video of the speech
<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>	<ul style="list-style-type: none"> • Utilize skills that are common to the language production domain of writing • Organize ideas in a logical, sequential order • Present information using sound, detailed, and relevant evidence in a coherent manner • Use appropriate eye contact, adequate volume, and clear pronunciation

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 4 Grade 6

Unit 4 Grade 6	
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<ul style="list-style-type: none"> • Incorporate multimedia and visual displays into presentations to add clarity to their content • Incorporate posters outlining charts/graphs to clarify information and captivate their audience • Incorporate music and/or sound effects into their presentation to bring the information “to life” and allow for greater engagement with the audience • Incorporate technology to enhance the presentation •
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> • Orally present information, using appropriate speech, in a variety of situations • Manipulate the speech based upon context
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	<ul style="list-style-type: none"> • Revise grammatical errors in writing • Perform peer reviews of writing to identify and correct grammatical errors • Identify and use strategies to revise writing
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2.B. Spell correctly.	<ul style="list-style-type: none"> • Define and identify nonrestrictive/parenthetical elements in writing • Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements • Apply common rules and patterns to spell words correctly
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice. L.6.3.B. Maintain consistency in style and tone.	<ul style="list-style-type: none"> • Identify various sentence patterns • Incorporate various sentence patterns to create style and voice • Use a consistent style and tone when writing or speaking
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> • Use a word’s position in a sentence as a clue to the meaning of a word • Use a combination of context clues, structural clues, and the word’s position in the

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 4 Grade 6

<p>L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>sentence to determine the meaning of an unknown word or phrase</p> <ul style="list-style-type: none"> • Determine the meaning of commonly used prefixes and suffixes • Separate a base word from the prefix or suffix • Use the definition of known prefixes and suffixes to define new words • Identify root words in unknown words • Use known root words to aid in defining unknown words • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. • Use reference materials to check the inferred meaning of words
<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Understand and apply conversational, academic, and domain specific vocabulary • Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level • Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression • Acquire and use accurately grade appropriate general academic and domain specific words and phrases • Dissect assignments and determine the key processes required

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Unit 4 Grade 6 HOW DO WE DECIDE WHO WE ARE?	
District/School Formative Assessment Plan	District/School Summative Assessments
<p>Suggested Formative Assessments (optional)</p> <ul style="list-style-type: none"> • Daily independent practice • Peer Discussions • Student Portfolio/ Open-Ended Responses • Reading/Writing Conferences • Self-Evaluations • Anecdotal Notes • Exit Ticket: Multiple lessons ask students to answer a question based on the reading. Students should come to school with sticky notes. • Graphic organizers • Guided Research 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • End-of-Year & Unit Benchmark Assessment • Weekly Test • Guided Reading Level • Performance Task • EdConnect Assessments • Next Generation Performance Tests
District/School Texts	District/School Supplemental Texts
<p>Texts</p> <p>Pearson Common Core Literature Textbook-6th Grade</p>	<p>Websites</p> <p>Pearsonrealize.com, Readwritethink.org, http://www.history.com/t http://writingprompts.tumblr.com/</p> <p>Other</p> <p>Binders or Journals: Students will be receiving many recording for</p>

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

	this module. It is suggested that students have a 3 ring binder in which to keep them.
Vocabulary	Instruction and Pa
<p>Ignorance, precautionary, unethical, ferocious, misapprehension, unabridged, dissonance, deficiency, admonishing, iridescent, malicious, transfixed, dialogue, stage directions, theme, humor, Point of View, plot, tone, summary, compare, contrast, narrative, monologue, soliloquy, external conflict, internal conflict, complex characters</p>	<p>Weeks 1-4</p> <ul style="list-style-type: none"> • Beginning of the Year Assessments • Read the Phantom Tollbooth, Act I & Act II (Page 460 & 490) • Summarize a Literary Work • Determine the theme of play • Introduce Dialogue in Drama • Analyze a particular sentence, chapter, scene, or stanza in a play • Determine a central idea of a play • Introduce Preposition, Prepositional phrase and appositive • Students will compare and contrast two things • Make inferences while reading the drama
<p>Pauper, affliction, sauntered, respond, technique, similar, dialogue, stage directions, theme, humor, Point of View, plot, tone, summary, compare, contrast, narrative, monologue, soliloquy, external conflict, internal conflict, complex characters, pence, shilling, value</p>	<p>Weeks 5-9</p> <ul style="list-style-type: none"> • Mid-Year Assessments • Read The Prince & the Pauper & from The Prince and the Pauper • Analyze text's key ideas and details • Summarize as a Literary Work • Determine the theme of play • Introduce Dialogue in Drama • Analyze a particular sentence, chapter, scene, or stanza in a play • Determine a central idea of a play • Compare & Contrast essay • End of the Year Assessments

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Differentiation and Accommodations	ELL Differentiation and Accommodations	
<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p> <p>Provide retesting opportunities after remediation /Teach for mastery; not the test</p> <p>Teaching concepts in different modalities/Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments/Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p> <p>Advanced options:</p> <p>When writing their story,</p> <ul style="list-style-type: none"> • Students can create their own visual representations, such as a powerpoint. • Research information and write an essay • Type a compare & contrast essay 	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary/Picture books</p> <p>Simplified language for understanding</p> <p>Reader's Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p>	<p>Read di</p> <p>Langua</p> <p>Read al</p> <p>retell fo</p> <p>Additio</p> <p>Additio</p> <p>Re-teac</p>

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Meaning	
Enduring Understanding Essential Questions	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>Drama and other stories have plots, characters, settings, conflicts, resolutions, and themes.</i> • <i>Discuss the difference between the structure of a novel and the written format of a play.</i> • <i>Understand key ideas and details</i> • <i>Assess students comprehension and mastery skills by literary analysis questions</i> • <i>Develop students understanding of roots and affixes by having them complete the word study activities.</i> • <i>Build students ability to master grammar concepts and conventions by having them complete the conventions lesson.</i> 	<p><i>Questions that will foster inquiry, understanding and transfer</i></p> <ul style="list-style-type: none"> • <i>How do we decide who we are?</i> • <i>How is it important to decide on and form your own identity?</i> • <i>How do the opinions of others influence people?</i> • <i>Which elements of drama are similar to short stories and novels?</i> • <i>What role does a person's feeling play in how they define themselves?</i> • <i>How do the opinions of others influence other people?</i>
Common Misconceptions	Proper Conceptions
<p>Students might think that the theme of the story is the same thing as the main idea of a story.</p> <p>Students might think they only need to know a word's definition to successfully understand the word in a story.</p> <p>Students may want to support their positions with only their own opinions.</p> <p>Students might choose text support that doesn't relate to the topic.</p> <p>Students might summarize a text by choosing minor details.</p>	<p>A theme is a lesson learned from a story, whereas the main idea of a story is mostly about.</p> <p>Some words have multiple definitions and the context of the word is important.</p> <p>Students should be able to support their positions using the text.</p> <p>Students must choose text support and be able to explain how the text supports their point.</p>

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

Students may write narratives with incorrectly punctuated dialogue.	Students should summarize a text by addressing key points.
Students might write narratives which include too much dialogue that is confusing to follow.	Students must punctuate dialogue correctly with quotes.
When engaging in discussion, students might feel it is OK to talk over each other or to interrupt the other person.	Students should use dialogue with purpose and to drive the plot.
Students often write in an informal style, inappropriate to the audience.	Students must learn to listen respectfully to others opinions and to take turns during discussions.
When drafting writing, particularly if typing, students might be too cautious about correcting mistakes as they go.	Students must be cognizant of their purpose for writing and address their audience with the correct formality as needed.
When publishing writing students often believe that they need to use colored, fancy, fonts, and pictures to supplement their ideas.	Students should understand that the writing process has several steps and that getting your rough ideas down does not require perfection.
	Students in the middle grades should understand that their words can make their writing come to life and that a formal style is needed when publishing an essay or other formal writing piece.

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

District/School Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
<p><i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i></p>	<p><i>Deepen their knowledge of the selections and their understanding of the Big Question through reading, listening, researching and writing. Students will compare and contrast drama to short stories and novels. Students will discuss the difference between the structure of a novel and the written format of a play. Students will gain comprehension of academic vocabulary words.</i></p>	<p><i>Daily writing (journals), w</i></p>

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

FAIRFIELD TOWNSHIP SCHOOL
Grade 6 ELA Curriculum Guide

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom. A variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies listed by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Performance Task

Prince & Pauper-

Assignment: Write a comparison-and-contrast essay in which you analyze the two main characters in, "The Prince and the Pauper."

Prewriting and planning: Reread both the play and the novel excerpt, looking for details that describe each boy's personality, behavior, and motivations. Record your notes on a Venn Diagram.

Revise, Edit, Proofread and Type final copy